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ABSTRACT

This book illustrates a five phase technique for searching any of the abstract publications of the Educational Resources Information Center (ERIC), in particular Research in Education (RIE) and the Current Index to Journals in Education (CIJE). It is a self-instruction tool that can be used by "Everyman" who has a problem or information need within the realm of education, and who wishes to learn to maximize his literature searching effort through some shortcuts that simulate a computer search system. The five phases are: 1) formulating the problem statement; 2) using the ERIC Thesaurus or authority list of index terms; 3) searching the subject indexes; 4) reviewing the document resumes which contain bibliographic information, index terms, an abstract, and ordering information; and, 5) directions on where to find the ERIC Documents or how to order them. Subscription information for the monthly issues of RIE, CIJE, the annual cumulations, and the microfiche collection of documents is included, along with a list of other guides to using ERIC. (Author)

ED049960

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EVERYMAN'S GUIDE: AN ERIC SEARCH SYSTEM FOR SOCIAL STUDIES TEACHERS, CONSULTANTS, AND LIBRARIANS.

by
Sharon Ervin

Reference Series No. 2

April 1971

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SP 000 849

Everyman's Guide: An ERIC Search System for Social Studies Teachers, Consultants, and Librarians.

Many words have been written about ERIC--what it is, why it was developed, how the network does what it does, and what its publications are--but few words are found that describe its true power or how to use its products and research tools, especially Research in Education (RIE), and Current Index to Journals in Education (CIJE). Hence, this "Everyman's Guide" to using ERIC.

There are two basic ways of searching the 1000 documents abstracted in RIE and the 1000 journal articles annotated in CIJE monthly--with your own two hands, or with the help of a computer.

The ERIC information system is designed for computer information storage and information retrieval. Interestingly, the number of computer installations that offer search services to the field are growing rapidly. By the beginning of 1971 there will be 30 such centers with user services available on a regional or state basis. They will have the capability of searching the entire ERIC document and journal collection on almost any conceiveable topic in education.

However, you are not limited to a computer. This guide offers some manual search shortcuts that simulate a computer search system and will simplify and maximize your review of the literature. After all there are over 60,000 documents listed in RIE and CIJE with complete bibliographic information, as well as abstracts or annotations.

Manually you can: 1) read RIE and CIJE from cover to cover every month for awareness of current research and research-related documents on everything under the sun; or 2) look under specific topic headings in the Subject Index, or specific authors in the Author Index, or specific publishers (or institution sources) in the Institution Index.

The only requirements for the first technique are literacy and the patience of Job. In the second technique, looking through the Author and Institution Indexes is about as easy as browsing through the phone book. The tricky, but most rewarding, part is making a thorough search for subject information in the Subject Index.

THE SEARCH SYSTEM

PHASE 1: PROBLEM STATEMENT

Before lifting a finger to search for anything you must establish a clear-cut search direction. It is very easy to become side-tracked into all kinds of interesting but unrelated concept areas while looking through the Subject Indexes.

Therefore, the first step is to write a concise, specific summary of your problem or information need, including major topic area, any specific subtopics within this area, instructional level (e.g., elementary, grade 12), and the type of information sought: research, methodology, theory, projects, reference. Be as specific as your need requires you to be.

EXAMPLE: Using Inquiry Methods in the Secondary School Social Studies classroom.

Major Topic - Social Studies
Specific Subtopic - Inquiry
Level - Secondary
Type - Methods

Underline your key concept phrases or list them as shown. These keywords will become your search terms.

PHASE 2: SUBJECT INDEX SEARCH

A. Locate the Research in Education (RIE) or Current Index to Journals in Education (CIJE) annual index or semi-annual index for the year or years you are interested in (See Illustrations 1 and 2).

ILLUSTRATION 1

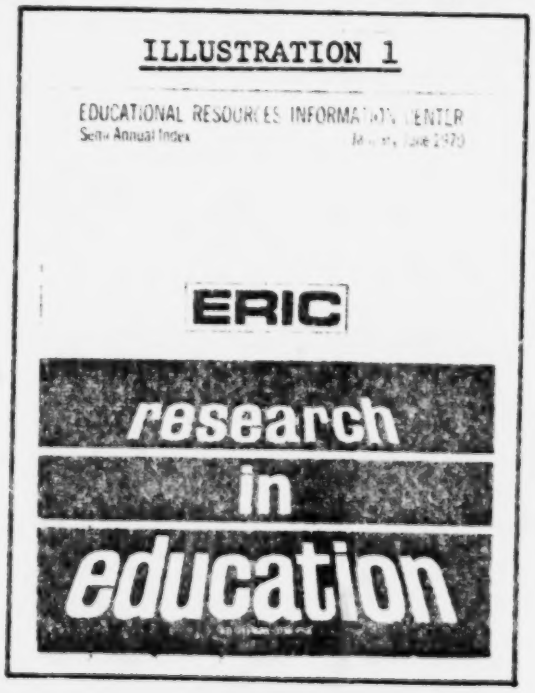
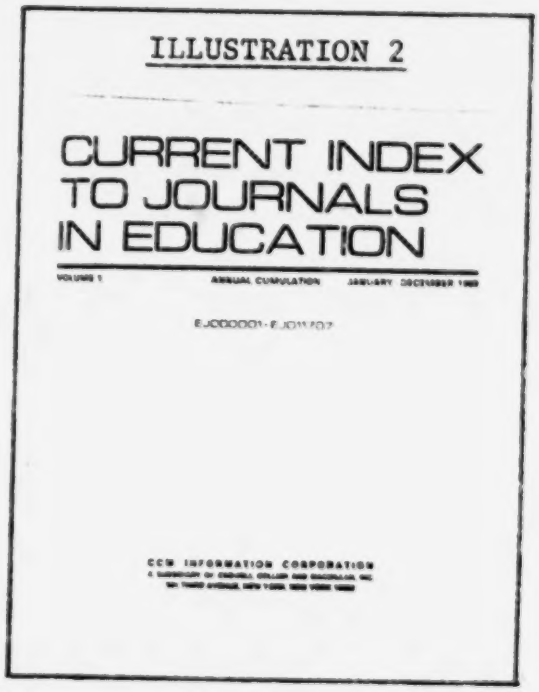


ILLUSTRATION 2



These are compilations of the monthly RIE and CIJE indexes. If annual or semi-annual indexes are not available, each monthly issue can be searched. However, this tends to be a lengthy and repetitive process.

B. Take one search term at a time starting with the Specific Subtopic. This is the most critical term because it is the most specific. Turning to the Subject Index for 1970 (See Illustration 3) you will find this ERIC Descriptor:

Inquiry Training

Titles, and ED numbers in RIE or EJ numbers in CIJE are included in each citation. Don't hesitate to list all documents even remotely touching upon your PROBLEM STATEMENT. Even if the level or the discipline in the title do not indicate secondary social studies, the document may still be very useful. Don't list the title--list the ED or EJ numbers in a column (See Worksheet A). These are the accession numbers and are used for cross-reference, document location, and document ordering.

WORKSHEET A

Subject Index Search

Problem Statement: "Using Inquiry Methods in the Secondary Social Studies classroom"

Search Terms:
Inquiry Training
Social Sciences
Social Studies
Social Studies Units

Inquiry Training
ED 032 702
ED 032 793
ED 034 738
ED 035 066
EJ 018 204
EJ 018 394
EJ 018 400
EJ 018 403
EJ 018 404
EJ 018 405
EJ 018 677
EJ 018 734

Social Sciences
ED 036 452

Social Studies
ED 032 247
ED 032 324
ED 034 796
ED 036 535
ED 036 536
ED 036 551

Social Studies Units
ED 032 326
ED 032 327
ED 033 143

C. Take the Major Topic and do the same. In this case: Social Studies. The Subject Index for 1970 (See Illustration 3) lists:

Social Sciences
Social Studies
Social Studies Units

List these ED or EJ numbers in a separate column (See Worksheet A).

D. It is very likely that you will come across ED or EJ numbers listed under more than one of the Descriptors above in the Subject Indexes. For example: ED 035 066 found under Inquiry Training may also be found under Social Sciences. If this is so, both Descriptors were assigned to that resume through the ERIC Coordinate Indexing System, because resumes are best retrieved by combining or

coordinating two or more Descriptors during a manual or automated SUBJECT INDEX SEARCH. Consequently, when you find an ED or EJ number a second time under another Descriptor, simply circle the identical number previously listed on the worksheet (See Worksheet A). This step makes special note of the most appropriate document resumes. A retrieval specialist can ask a computer to go through much the same process by asking for a listing of those ED or EJ numbered resumes that include both Inquiry Training and Social Sciences.

E. In a manual search the Level and Type Descriptors are seldom as useful because of their extremely general nature; they contain document citations from a conglomeration of topic areas. (They are, however, critical in an automated search on a specific topic.) If you feel that you should look under these terms for citations, the method is the same. Once you have a list of 20 or 25 numbers that seem appropriate, proceed to PHASE 3: REVIEW OF THE DOCUMENT RESUMES. However, if you have found yourself in any trouble, Optional Phase 5 will be a great help.

ILLUSTRATION 3

(from CIJE)

Inquiry Training

Conceptualizing the Curriculum Problem, *Art Educ* v23 n3, pp6-9, '70 Mar EJ 018 204

Inquiry and Social Studies for Disadvantaged Learners, *Soc Stud* v61 n4, pp147-9, '70 Apr EJ 018 394

Project Social Studies, University of Minnesota, *Soc Educ* v34 n4, pp402-4, '70 Apr EJ 018 400

World Studies Inquiry Series, *Soc Educ* v34 n4, pp438-9, '70 Apr EJ 018 403

Harvard Social Studies Projects, Public Issues Series, *Soc Educ* v34 n4, pp439-41, '70 Apr EJ 018 404

Implications of the Social Studies Projects for Curriculum Building in Local Districts, *Soc Educ* v34 n4, pp447-9, '70 Apr EJ 018 405

Law in American Society, *Soc Educ* v34 n4, pp441-3, '70 Apr EJ 018 677

Asian Studies Inquiry Program, *Soc Educ* v34 n4, pp435-6, '70 Apr EJ 018 734

(from RIE)

Inquiry Training

The Appropriateness of Inquiry Development Materials for Gifted Seventh Grade Children Final Report.
ED 032 702

Inquiry Patterns in Elementary Teaching Final Report
ED 034 738

The Nurturance of Independence and of Independent Learning in Fourth Grade Children through Inquiry Development. Final Report.
ED 032 793

Social Sciences Education Framework for California Public Schools, Kindergarten and Grades One Through Twelve. Report of the Statewide Social Sciences Study Committee.
ED 035 066

Social Sciences

Annotated Bibliography of Materials on the Mexican-American.
ED 034 633

The Development of a Basic Social Science Course for Undergraduate Students in the Natural Sciences and Engineering. Final Report.
ED 036 534

Directory of Research in Social Studies/Social Sciences.
ED 036 452

Social Studies

20th Century Russia: Agents of Revolution. Public Issues Series/Harvard Social Studies Project.
ED 036 551

Africa South of the Sahara, Rationale and Introduction: An Experimental Program of Study for Secondary School Social Studies Students. Teaching Guide.
ED 032 324

The American Revolution: Crisis of Law and Change. Public Issues Series/Harvard Social Studies Project.
ED 036 536

The Amherst Project Education Development Teams. General Information.
ED 032 247

Books Related to the Social Studies in Elementary and Secondary Schools: A Bibliography from the Educational Materials Center.
ED 034 796

Cases and Controversy: Guide to Teaching the Public Issues Series/Harvard Social Studies Project, and Supplement.
ED 036 535

Social Studies Units

Changing Africa, Topic 3. Africa South of the Sahara: A Program of Study for Secondary School Social Studies Students. Teaching and Student Guides.
ED 032 327

Communities Around Us, Grade Two. The TABA Social Studies Curriculum.
ED 032 319

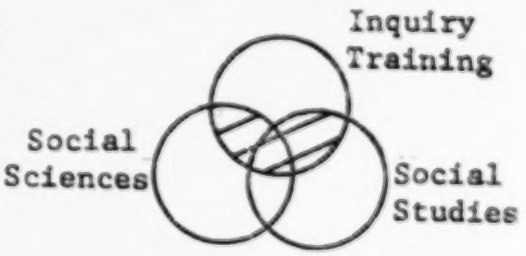
Development of Guidelines and Resource Materials on Latin America for Use in Grades 1-12. Final Report.
ED 033 143

The Family, Grade One. The TABA Social Studies Curriculum.
ED 032 318

Four Communities Around the World, Grade Three. The TABA Social Studies Curriculum.
ED 032 320

History of Africa, Topic 2. Africa South of the Sahara: An Experimental Program of Study for Secondary School Social Studies Students. Teaching and Student Guides.
ED 032 326

COORDINATE INDEXING



PHASE 3: REVIEW OF THE DOCUMENT RESUMES

This is the simplest step in the ERIC Search System. You have your list of ED or EJ numbers; these are your accession numbers (Worksheet A). The document resumes are included, in ED or EJ number order, in the Document Resume Section of each ERIC publication.

A. Make note of your lowest number; this is your starting point for locating and scanning the resumes.

B. Before you even pick up Research in Education or Current Index to Journals in Education, it is important to have every monthly issue in front of you, starting with the one that includes your lowest ED or EJ number. For example, if this number is ED 031 755 or EJ 018 204 you will need--January 1970 up through the most current month (here, June 1970).

C. For the sake of convenience you will want to move through your list of ED's and EJ's and read the corresponding resumes in some sort of numerical order. Look up and read all the ED 032 000's, 033 000's, ED 034 000's and so forth until you finish your last ED number series. Then, look up and read all the EJ resumes.

D. Cross out the numbers on your list that you have rejected, leaving ED and EJ numbers of those documents you would like to order and read.

E. In most cases, the ED number is all you have to keep track of; however, watch for those resumes that say "Document not available from EDRS," and make a note of them on a separate sheet (see Phase 4A--2, 3).

F. In the case of the EJ resumes, you will have to keep track of Journal Title, Volume and Issue Number, Article Title, and Author. Also make a note of these on a separate sheet.

Remember, the resumes are only summaries of what is contained in the documents. However, there may be sufficient information in a resume to satisfy a need for very general information. In addition to the document abstract or annotation, all the bibliographic information you need is included in the resumes (See Illustration 4):

ED Number Legislative Authority Clearinghouse Number
Author
Title
Source of the Document
Sponsoring Agency
Report Number
Publication Date

Contract or Grant Number (United States Office of Education)
Descriptive Note (including number of pages)
** Available from (alternate sources for ordering documents)
** EDRS Price (ERIC Document Reproduction Service, microfiche (MF) and hardcopy (HC) prices)
* Identifiers (additional Descriptors not in the Thesaurus)
* Descriptors (The term you found this ED number under is included here with an asterick; the other terms under which this resume is listed in the Subject Indexes also have astericks. These major Descriptors and all of the other Descriptors listed label all of the important concepts contained in the document.)
* Abstract

ILLUSTRATION 4

ED 033 887 SP 003 248
Morgan, Jack C. Schreiber, Joan F
How To Ask Questions.
National Council for the Social Studies, Washington, D.C.
Pub Date 69
Note 8p

Available from - National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 ($0.25, quantity discounts).
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Questioning Techniques, Social Studies, Student Teacher Relationship, Thought Processes

This pamphlet is designed to aid teachers, particularly social studies teachers, in improving their classroom questioning techniques. An introductory section notes the importance of effective questioning in the stimulation of thinking and learning. A technique is suggested by which a teacher can measure his question-response patterns by tape-recording classroom discussion and plotting the teacher-student question ratio. A discussion of the relationship between the teacher's purpose and types of questions used includes sample questions to illustrate the various classifications of questions according to the levels of intellectual behavior they elicit, e.g., Bloom's six levels (knowledge, comprehension, application, analysis, synthesis, and evaluation); Pate and Bremer's convergent and divergent questions; and Carner's concrete, abstract, and creative levels of questions. A suggested list of "skeletal questions" is provided, applicable to various contexts and grade levels, and a list of "Guidelines for Good Questions" discusses precise wording, appropriate timing, clarity of purpose, individualization, eliciting student response, encouraging student questions, exploring incomplete answers, and stimulating creative thought. "Question-Asking Practices To Avoid" are also listed. A 17-item annotated bibliography provides selected references. (JS)

ILLUSTRATION 5

EJ 018 394 110 AA 505 986
Inquiry and Social Studies for Disadvantaged Learners Strain, Lucille B., *Soc Stud*, v61 n4, pp147-9, '70 Apr
*Educationally Disadvantaged, *Social Studies, *Inquiry Training, *Elementary School Students, Classroom Environment
Use of inquiry techniques in teaching social studies to disadvantaged children will strengthen their motivation and facilitate their learning. (CK)

EJ 018 400 110 AA 506 058
Project Social Studies, University of Minnesota *Soc Educ*, v34 n4, pp402-4, '70 Apr
*Social Studies, *Educational Programs, *Inquiry Training, *Interdisciplinary Approach, *Team Teaching, Teaching Techniques, [*Minnesota, University of]

EJ 018 401 110 AA 506 062
Basic Concepts in History and the Social Studies, *Soc Educ*, v34 n4, pp415-6, '70 Apr
*Social Studies, *History Instruction, *Concept Teaching, *High School Students

EJ 018 402 110 AA 506 071
Sociological Resources for the Social Studies (SRSS), *Soc Educ*, v34 n4, pp433-4, '70 Apr
*Social Studies, *Questionnaires, *Sociology, *Leadership Qualities, *Content Analysis

EJ 018 403 110 AA 506 074
World Studies Inquiry Series, *Soc Educ*, v34 n4, pp438-9, '70 Apr
*Social Studies, *Communism, *Textbook Content, *Inquiry Training, *World Affairs, Values, [, Africa, Asia, Latin America]

The journal article resumes in the Main Entry Section of CIJE are slightly different (See Illustration 5):

EJ Number *Descriptor Group Code Clearinghouse Number
Article Title

Author Journal Citation
* Descriptors
* Identifiers (appear in Brackets [] at the end of the descriptor display)
* Annotation

* These sections contain all the vital indicators of the substantive content of any document.

** The EDRS price may appear in several forms:
MF--$0.65 HC--$3.29 (Microfiche and hardcopy available from ERIC)
MF--$0.65 HC--Not Available from EDRS (Microfiche available from ERIC, hardcopy can be ordered from the alternate source listed under "Available from")
Document Not Available from EDRS (neither Microfiche nor hardcopy is available from ERIC, but the document can be ordered from the alternate source listed under "Available from")

PHASE 4: FINDING THE DOCUMENTS

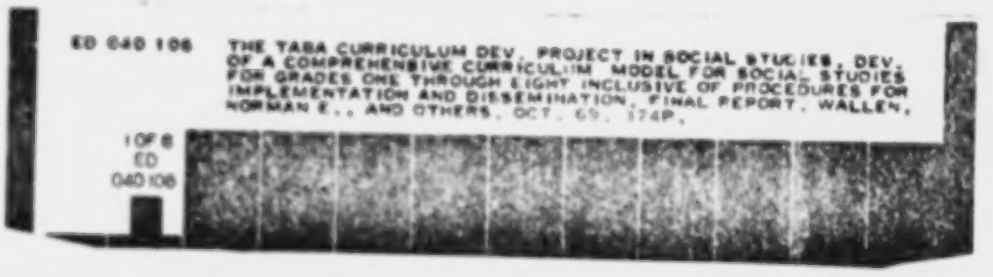
A. There are four ways you can get the documents abstracted in RIE:

1. Order the Microfiche (See Illustration 6) or hardcopy at the price listed on the document resume, asking for a document by ED number, type of reproduction (MF, HC), and number of copies of each ED (Microfiche, $0.65 per title; hardcopy, $3.29 per 1-100 pages; orders totaling less than $10 must include payment).

From: ERIC Document Reproduction Service
LIPCO
P.O. Drawer O
Bethesda, Maryland 20014

2. Order the hardcopy of those documents "Not Available from EDRS" or those with "HC Not Available from EDRS" from the source given in the document resume under "Available from" (See Illustration 4). In this case, state: ED number, Author, Title, and Date in your order letter.
3. Borrow the hardcopy from a library as you would any other document. The ERIC documents are shelved by ED number. If the document is not available, you may be able to borrow it through an Inter-Library Loan System.
4. Borrow the Microfiche from a library that maintains the ERIC collection.

ILLUSTRATION 6


ED 040 106
THE TABA CURRICULUM DEV. PROJECT IN SOCIAL STUDIES. DEV. OF A COMPREHENSIVE CURRICULUM MODEL FOR SOCIAL STUDIES FOR GRADES ONE THROUGH EIGHT INCLUSIVE OF PROCEDURES FOR IMPLEMENTATION AND DISSEMINATION. FINAL REPORT. WALLEN, NORMAN E., AND OTHERS. OCT. 69. 174P.
1 OF 6
ED
040 106

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Many universities, State Departments of Education libraries, and local school districts have the entire collection.

B. There are three ways to get the journal articles indexed in CIJE:
   1. Subscribe to the journal.
   2. Buy a single copy of the journal.
   3. Write to the author and request a reprint of the article.
   4. Borrow the journal from a library.

PHASE 5: AN OPTIONAL PROBLEM-SOLVING SEARCH TOOL

A. Has it been difficult or impossible to locate appropriate Descriptors in the Subject Indexes; are there very few documents listed; or are those Descriptors that at first glance seem appropriate found not to be, because the document citations concern themselves with some altogether different concept? Have you come across many other ideas that are related to your original PROBLEM STATEMENT during your search of the Subject Indexes, or do you wonder what other Descriptors might be effective?

ERIC has designed an authoritative list of Descriptors (See Illustration 7) as a key tool to help you label the concepts for your PROBLEM STATEMENT, label new ideas you have found in your SUBJECT INDEX SEARCH, or find more Descriptors to use in a subject index search.

The two major sections of the Thesaurus are the Rotated Descriptor Display and the Descriptor Listing. The Rotated Display is a generic list of every Descriptor. Each Descriptor is rotated alphabetically to take into consideration each word of any multiword Descriptor. The beauty of the Rotated Display is that you can start with the key concepts in your PROBLEM STATEMENT and label them with Descriptors before you get tangled up in an Index or Listing. It cuts down on endless,aimless page-flipping, serves as an introduction to the Descriptors available for searching, and gives you some indication of how many and what Descriptors contain any of the concepts you have used in your PROBLEM STATEMENT.

ILLUSTRATION 7

ERIC

THESAURUS OF ERIC DESCRIPTORS

with a special chapter on

The Role and Function of the Thesaurus in Education

by

Dr. Frederick Goodman

Department of Education, University of Michigan

New York

CCM Information Corporation

1970

EXAMPLE: Look under - Inquiry, then Social Studies
(See Illustrations 8 and 9).

ILLUSTRATION 8

MINIMALLY BRAIN	INJURED
	INJURIES
	INNER CITY
	INNER SPEECH (SUBVOCAL)
	INNOVATION
BUILDING	INNOVATION
EDUCATIONAL	INNOVATION
INSTRUCTIONAL	INNOVATION
	INPLANT PROGRAMS
	INPUT OUTPUT
	INPUT OUTPUT ANALYSIS
	INPUT OUTPUT DEVICES
	INQUIRY TRAINING
	INSECTICIDES
	INSECURITY
	INSERVICE COURSES
	INSERVICE EDUCATION
	INSERVICE PROGRAMS
	INSERVICE TEACHER EDUCATION
	INSERVICE TEACHING

ILLUSTRATION 9

	SOCIAL PSYCHOLOGY
	SOCIAL RECREATION PROGRAMS
	SOCIAL REINFORCEMENT
	SOCIAL RELATIONS
	SOCIAL RESPONSIBILITY
	SOCIAL SCIENCES
	SOCIAL SERVICES
	SOCIAL STATUS
	SOCIAL STRUCTURE
	SOCIAL STUDIES
LOCATIONAL SKILLS	(SOCIAL STUDIES)
	SOCIAL STUDIES UNITS
	SOCIAL SYSTEMS
	SOCIAL VALUES
	SOCIAL WELFARE
	SOCIAL WORK
	SOCIAL WORKERS
SCHOOL	SOCIAL WORKERS
	SOCIALIZATION
POLITICAL	SOCIALIZATION

The alphabetical Descriptor Listing is structured to give complete information about the intended scope and usage of each Descriptor (See Illustration 10).

ILLUSTRATION 10

COGNITIVE PROCESSES 310
NT LEARNING PROCESSES
THOUGHT PROCESSES
RT ABSTRACTION LEVELS
COMPREHENSION
CONSERVATION (CONCEPT)
DECISION MAKING SKILLS
DEDUCTIVE METHODS
INDUCTIVE METHODS
INQUIRY TRAINING
LINGUISTIC COMPETENCE
LOGIC
MEDIATION THEORY
QUESTIONING TECHNIQUES
RISK
SENSORY DEPRIVATION

DEDUCTIVE METHODS 270
BT METHODS
RT COGNITIVE PROCESSES
CONVERGENT THINKING
INDUCTIVE METHODS
INTELLECTUALIZATION
LEARNING PROCESSES
LOGIC
TEACHING METHODS
THOUGHT PROCESSES

INDUCTIVE METHODS 510
BT METHODS
RT COGNITIVE PROCESSES
DEDUCTIVE METHODS
DISCOVERY PROCESSES
DIVERGENT THINKING
INTELLECTUALIZATION
LEARNING PROCESSES
TEACHING METHODS
THOUGHT PROCESSES

INQUIRY TRAINING 270
BT TRAINING
RT COGNITIVE PROCESSES
LABORATORY PROCEDURES
LEARNING
QUESTIONING TECHNIQUES
TEACHING TECHNIQUES

LEARNING 310
UF ENVIRONMENTAL LEARNING
LEARNING EXPERIMENTS
NT ACTIVITY LEARNING
ADULT LEARNING
ASSOCIATIVE LEARNING
AURAL LEARNING
CONTINUOUS LEARNING
DISCOVERY LEARNING
DISCRIMINATION LEARNING
INCIDENTAL LEARNING
LEARNING DIFFICULTIES
MULTISENSORY LEARNING
NONVERBAL LEARNING
PERCEPTUAL MOTOR LEARNING
PRESCHOOL LEARNING
ROTE LEARNING
SECOND LANGUAGE LEARNING
SEQUENTIAL LEARNING
SERIAL LEARNING
SYMBOLIC LEARNING
VERBAL LEARNING
VISUAL LEARNING
RT CONDITIONED RESPONSE
DISCOVERY PROCESSES
EDUCATION
INQUIRY TRAINING
INSTRUCTION
LANGUAGE LEARNING LEVELS
LEARNING ACTIVITIES
LEARNING CHARACTERISTICS
LEARNING EXPERIENCE
LEARNING LABORATORIES
LEARNING MOTIVATION
LEARNING PROCESSES
LEARNING READINESS
LEARNING THEORIES
MNEMONICS
RECALL (PSYCHOLOGICAL)
TEACHING
TIME FACTORS (LEARNING)

QUESTIONING TECHNIQUES 190
UF INQUIRY
BT TECHNIQUES
RT COGNITIVE PROCESSES
INQUIRY TRAINING
TEACHING METHODS
TEACHING TECHNIQUES

SOCIAL SCIENCES 480
NT ANTHROPOLOGY
ARCHAEOLOGY
ECONOMICS
GEOGRAPHY
HISTORY
POLITICAL SCIENCE
PSYCHOLOGY
SOCIAL STUDIES
SOCIOLOGY
BT SCIENCES
RT AREA STUDIES
FOREIGN POLICY
LANGUAGE AND AREA CENTERS
MIDDLE EASTERN HISTORY
NINETEENTH CENTURY LITERATURE
PHYSICAL GEOGRAPHY

SOCIAL STUDIES 110
SN SOCIAL STUDIES CONSIST OF ADAPTATIONS OF KNOWLEDGE FROM THE SOCIAL SCIENCES FOR TEACHING PURPOSES AT THE ELEMENTARY AND SECONDARY LEVELS OF EDUCATION
NT CURRENT EVENTS
ECONOMICS
GEOGRAPHY
HISTORY
POLITICAL SCIENCE
WORLD AFFAIRS
BT CURRICULUM
SOCIAL SCIENCES
RT ANTHROPOLOGY
ETHNOLOGY
LANGUAGE AND AREA CENTERS
LOCATIONAL SKILLS (SOCIAL STUDIES)
PHYSICAL GEOGRAPHY
SOCIAL STUDIES UNITS

SOCIAL STUDIES UNITS 110
BT UNITS OF STUDY (SUBJECT FIELDS)
RT SOCIAL STUDIES
UNIT PLAN

TEACHING TECHNIQUES 510
SN SPECIFIC WAYS OF PRESENTING INSTRUCTIONAL MATERIAL OR CONDUCTING INSTRUCTIONAL ACTIVITIES--I.E., THE TEACHERS METHOD OF TEACHING
NT MASS INSTRUCTION
PROBLEM SOLVING
REPETITIVE FILM SHOWINGS
SMALL GROUP INSTRUCTION
RT DRAMATIC PLAY
ENGLISH (SECOND LANGUAGE)
EPISODE TEACHING
EXPERIENCE CHARTS
INQUIRY TRAINING
INSTRUCTION
INSTRUCTIONAL MEDIA
INTEGRATED ACTIVITIES
INTERVAL PACING
LABORATORY TECHNIQUES
MASS INSTRUCTION
MICROTEACHING
NEGATIVE PRACTICE
PROBLEM SOLVING
QUESTIONING TECHNIQUES
REINFORCEMENT
SEMINARS
SIMULATION
SMALL GROUP INSTRUCTION
TEACHING
TEACHING MODELS
TEACHING PROCEDURES
TEACHING STYLES
TRAINING TECHNIQUES
TUTORIAL PROGRAMS

THOUGHT PROCESSES 310
UF THINKING PROCESSES
NT ABSTRACT REASONING
CREATIVE THINKING
CRITICAL THINKING
LOGICAL THINKING
PRODUCTIVE THINKING
RECALL (PSYCHOLOGICAL)
VISUALIZATION
BT COGNITIVE PROCESSES
CONCEPT FORMATION
RT ASSOCIATION (PSYCHOLOGICAL)
DEDUCTIVE METHODS
EIDETIC IMAGES
IMAGINATION
INDUCTIVE METHODS
INTELLECTUALIZATION
INTELLIGENCE
LEARNING PROCESSES
LOGIC
MEDIATION THEORY
SURREALISM
TASK ANALYSIS

Scope Note (SN) Not a formal definition, but a statement of usage.

Used for Terms	(UF)	Not Descriptors, but they tell you what popular concepts are included within the Descriptors that they are listed under. These UF terms are found in the alphabetical listing of Descriptors with a "Use" notation referring you to the Descriptor and to the display you want to look at.
Narrower Terms	(NT)	Directly related to the Descriptors they are listed under, but they are more specific Descriptors.
Broader Terms	(BT)	Also directly related to the Descriptor, but they are more general Descriptors.
Related Terms	(RT)	Additional terms to look at.

B. The "How"

Looking through the Thesaurus is a process that starts with either the Rotated Descriptor Display (if you have had problems in labeling concepts), or the major topic and subtopic terms you have used to this point in the SUBJECT INDEX SEARCH. List the Descriptors you have been using in your search, or the Descriptors you found in the Rotated Display in alphabetical groups:

Inquiry Training
Social Sciences
Social Studies
Social Studies Units

Look up Inquiry Training in the Descriptor Listing to find the display (See Illustration 10). You find:

Cognitive Processes
Learning
Questioning Techniques
Teaching Techniques

Write these terms down (See Worksheet B). Make a notation that you have checked Inquiry Training--this helps you remember which displays you have looked at (your list of new search terms will get quite long). Look up Cognitive Processes to find its display (See Illustration 10). You find:

Inductive Methods
Deductive Methods
Thought Processes

Write these terms at the bottom of the list. Mark Cognitive Processes completed. Look up learning and look at its display (See Illustration 10). You find:

Discovery Processes
Learning Activities

Write these terms at the bottom of the list. Mark Learning completed. Continue down the list of Descriptors, checking the displays for each term and adding new appropriate Descriptors at the end of the list until there are no more displays to be looked at, and no more terms can be added to the list. A new cycle, similar to this one, initiated with Inquiry Training can be started by Checking the displays for your other original Descriptors--

WORKSHEET B

Search List of additional Descriptors from the Thesaurus

Inquiry Training

Cognitive Processes
Learning
Questioning Techniques
Teaching Techniques
Deductive Methods
Inductive Methods
Thought Processes
Discovery Processes
Discovery Learning
Learning Activities
Teaching Methods
Problem Solving
Small Group Instruction
Simulation
Convergent Thinking
Intellectualization
Divergent Thinking
Learning Processes
Critical Thinking
Logical Thinking
Productive Thinking
Evaluative Thinking
Concept Formation
Concept Teaching

WORKSHEET C

Subject Index Search

Cognitive Processes
(ED 035 437)
ED 032 923
(ED 035 954)
ED 034 278

Concept Formation
(ED 035 953)
(ED 033 142)

Concept Teaching
ED 033 969
ED 033 144

Convergent Thinking
ED 034 756

Critical Thinking
(ED 035 790)

Deductive Methods
ED 036 314

Discovery Learning
ED 034 097
ED 034 100
ED 034 103
ED 034 104
ED 034 106

Evaluative Thinking
ED 036 513

Inductive Methods
ED 033 927

Learning
ED 031 927

Learning Activities
ED 033 274
ED 034 714

Problem Solving
ED 034 827
ED 032 240

Questioning Techniques
ED 033 930
ED 033 887
ED 034 738

Simulation
ED 032 263
ED 031 949
(ED 031 767)

Small Group Instruction
ED 033 966
ED 032 866

Teaching Methods
ED 032 288
ED 032 450
ED 035 659
ED 033 167

Teaching Techniques
ED 035 699
ED 036 526
ED 036 527
ED 036 528
ED 035 649

Thought Processes
ED 035 446

Social Sciences, Social Studies, Social Studies Units (See Illustration 10). Please don't cross off any of the terms on this Search List until your SUBJECT INDEX SEARCH has been completed; they may have some interesting documents listed under them.

C. Now return to PHASE 2: SUBJECT INDEX SEARCH (step B and D). Here you will create a worksheet (See Worksheet C) to be used to supplement your original Worksheet A throughout PHASE 3: REVIEW OF THE DOCUMENT RESUMES and PHASE 4: FINDING THE DOCUMENTS. This will be the end to the ERIC Search System. All that is left is the other half

of the job--to read the documents you receive, to make generalizations, to identify the implications of using the newly found ideas, and finally to implement these ideas.

* * * * *

In conclusion, the ERIC tools used to maximize the effectiveness of the Search System are available from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

1. Research in Education, 1967 Annual Index Reports
   (Order by title) $3.25

   Research in Education, Annual Index for January-December 1968
   (Order by title) $8.25

   Research in Education, Annual Index for January-December 1969
   (Order by title) $6.25

   Research in Education, Annual Index for January-December 1970
   (Order by title) $6.00

2. Research in Education (only source for resumes)
   (Yearly Subscriptions) $21.00 Domestic
   $26.25 Foreign
   $ 1.75 Single Issues (Monthly)

   (Monthly issues for 1967, 1968, 1969, 1970 should be ordered)

CCM Information Corporation
(A Subsidiary of Crowell Collier and Macmillan, Inc.)
909 Third Avenue
New York, N. Y. 10022

1. Thesaurus of ERIC Descriptors, $8.95
2. Current Index to Journals in Education, Annual Index
   $29.50 Single Copy
3. Current Index to Journals in Education
   (Yearly Subscription) $39.00
   $ 3.50 Single Issues (Monthly)

ERIC Document Reproduction Service
LIPCO
P.O. Drawer O
Bethesda, Maryland 20014

1. A standing order for microfiche of all the ERIC Documents reported in the monthly issues of Research in Education costs approximately $150.00 per month. Back orders for 1967, 1968, 1969, 1970 collections may also be made.

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ADDITIONAL REFERENCES

"How to Conduct a Search Through ERIC," ERIC Document Reproduction Service, LEASCO Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland 20014 (ED 036 499, MF-$0.65, HC-$3.29)

"How to Use ERIC," Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (OE-12037-B, $0.25)

"Information Sheets on ERIC," ERIC Document Reproduction Service, LEASCO Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland 20014 (ED 043 580, MF-$0.65, HC-$3.29)

"Introduction to ERIC"; "How to Use ERIC"; "ERIC Advanced Training Program," National Audiovisual Center (NAC), Washington, D.C. 20409 (Filmstrip and Record, $5.00); Dr. Allen Lee, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361 (Tape-Slide, $30.00)